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ABSTRACT

Goals and implementation of the Minnesota Educational Effectiveness Program (MEEP), a school-based improvement program, are presented in this document. The program's mission is to enhance learning and instruction through planned change based upon research facilitated by staff development. The first section examines program components, specifically 15 research-referenced components of effective schools--9 organizational and 6 instructional. Also discussed are factors for planned change, the program implementation process, the educational effectiveness improvement cycle, implementation evaluation, and program accomplishments. The second section describes the characteristics of each of the 15 components and provides brief research references. Implementation services are described in the third section, such as the application process, the Minnesota Administrator Training Program, the MEEP staff and advisory task force, and cooperative service units. Three figures are included. (LMI)

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MINNESOTA EDUCATIONAL EFFECTIVENESS PROGRAM

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Minnesota Department of Education

MINNESOTA EDUCATIONAL EFFECTIVENESS PROGRAM

May 1989

Minnesota Department of Education
Instructional Design Section

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INTRODUCTION

The purpose of public education is to help individuals acquire knowledge, skills and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning and develop maximum potential for leading productive, fulfilling lives in a complex and changing society.

Mission Statement of the 1985 Minnesota State Legislature

The mission of the **Minnesota Educational Effectiveness Program** is to enhance learning and instruction through planned change based upon research. Ongoing, building-based staff development processes, supported and delivered through a network of local, regional and state resources, facilitate this mission.

"School-based management is a reality in selected schools in Minnesota at the present time. It is a component of the Minnesota Educational Effectiveness Program (MEEP)" -Dr. Ruth E. Randall Commissioner of Education.

The Minnesota Educational Effectiveness Program is a school-based improvement program funded in part by the Minnesota State Legislature and supported by school district funds. An Advisory Task Force, made up of educators throughout the state, functions as a policy-making body.

The participating school site itself is the vehicle for change.

Within the program, the participating school site itself is the vehicle for change. Change is implemented by a site-based leadership team composed of the school's administrators, teachers, support staff and/or parents. Together, the site leadership team operates with an understanding of and a commitment to long-term change. During the summer, site leadership teams participate in an intensive week long workshop during which the team develops competence in implementing school-based planning, building vision, assessing needs and establishing priorities. Subsequently, the leadership team shares with their school the knowledge based upon research in order to give them a good information base for decision making. Innovations being implemented are therefore becoming part of established practice in these target schools.

This change process is based upon research on teaching, learning, planned change and school improvement. The Minnesota Educational Effectiveness Program assists in the development of models, resources and networks to help all schools in Minnesota move toward greater effectiveness.

"Meep remains the most comprehensive state-directed program of its kind in the country."
Governor Rudy Perpich

Effective schools in the Minnesota model are described as sharing fifteen identified research-referenced characteristics. Nine of these characteristics define effective organizations and six define effective instruction. The research which supports these characteristics is used by staff across the state who are involved in the Educational Effectiveness Program. The characteristics help to assess present practices, identify improvement goals and develop and implement action plans which will be used to meet the schools' goals. The characteristics also guide overall school activity to direct energies toward a specific topic of improvement.

A network of trainers and enablers exists to support schools participating in the Minnesota Educational Effectiveness Program. This network includes other Educational Effectiveness schools, regional facilitators in each region, local site coordinators at district levels and the Educational Effectiveness Staff of the Minnesota Department of Education. An Educational Effectiveness Advisory Council, composed of representatives from local sites, exists in each region of the state. Also, a Statewide Advisory (networking) Committee exists and is made up of representative staff from each region. Two major statewide conferences (a winter conference and a leadership conference) are held each year, with conference content based upon assessed needs.

During the 1984-85 school year, an initial pilot group involving 26 leadership teams developed baseline data for the Minnesota Educational Effectiveness Program. Since then, the program has continued to grow at a rate of approximately 100 new school sites a year.

PROGRAM COMPONENTS

Minnesota Department of Education

PROGRAM COMPONENTS

RESEARCH -REFERENCED CHARACTERISTICS

The research-referenced characteristics can be divided into two categories--organizational and instructional.

The organizational characteristics of the Minnesota Educational Effectiveness Program include:

- a common sense of purpose and clearly defined goals and expectations for student achievement
- a climate that supports clearly defined goals and expectations
- building-level leadership which encourages and monitors progress toward high goals and expectations
- school-site management with considerable autonomy in determining the exact means by which the goals and expectations are to be met
- district-level support for building-level management of improvement efforts
- collaborative planning and collegial relationships among building staff and administration
- a building-level staff development program directed toward school goals and closely related to the instructional program of the school
- curriculum articulation and organization with appropriate time devoted to planned, purposeful instruction focused on the desired outcomes and coordinated across grade levels
- parental involvement in their child's education and parental support of the goals and expectations of the school

The instructional characteristics include:

- effective management strategies that communicate the seriousness and purposefulness with which the school takes its task are demonstrated in the classroom and school
- high expectations and positive interpersonal relationships for all students are exhibited and communicated
- flexible grouping patterns based upon student needs are exhibited in the school and the classroom
- instruction preparation takes into account student needs, learning styles and available resources
- effective models of teaching are employed to increase academic learning time and student achievement
- assessment, monitoring and appropriate feedback is provided

"Due to the ever broadening spectrum of responsibilities and concerns facing educators today, I find that the Minnesota Educational Effectiveness Program has offered a unique supportive avenue for cooperative planned change. For me, this provides a healthy exchange of positive solutions to some very difficult educational issues."
-Gayle Jacobson
Deer River Teacher

PLANNED CHANGE IN SCHOOLS

Planned change in MEEP schools is based upon:

- the involvement of all persons within the organization who will be impacted by the change
- commitment to long-term change
- open communication
- the use of group development processes
- appropriate staff development activities used to support the change process
- results obtained through collaborative decision-making processes

Research about effective schools has provided important information about conditions that will improve schools and how educators might effectively create those conditions. The Minnesota Educational Effectiveness Program incorporates these findings.

Research has found that schools are *loosely coupled organizations*, meaning that the lines of authority are not as clearly defined in schools as they are in other organizations.

Loosely coupled organizations are characterized by:

- multiple and contested goals (In schools, goals are often unclear and curriculum not prioritized.)
- accessibility to the influence of outside pressures (Community and special interest groups, family structures and political decisions greatly influence school policy such as funding.)
- relative autonomy of individual members (In most organizations there are routines and practices which employees follow in spite of personal style or former training. Members of those organizations follow standard procedures and protocols. In comparison, teachers have relative autonomy in their classroom. "The teacher's official status is subordinate in the formal authority to the administrator and school board. In practice, however, few can tell a teacher how or what to teach" (Brookover and Erickson, 1975). Schools are divided into classrooms, and once the classroom door is closed the teacher has an uncharacteristically large amount of discretion over the way things are run.

Effective schools consider the following factors regarding planned change:

Organizational vs. individual Change efforts impact both individuals and organizations. Therefore both must be considered when making changes.

Staff involvement The greater number of teachers involved in making long-term and meaningful changes, the greater the impact will be.

Indicators of improved climate Some school staffs are very involved, informally and formally, in improving instruction through staff development. Schools which demonstrated improvements in teaching were found to contain distinctive norms such as collegiality, continuous improvement, experimentation and discussion of teaching practices.

Stages of planned change Researchers have identified practices, procedures, and conditions which promote successful change efforts including recognition and assessment of need, initiation, adoption, implementation, institutionalization and evaluation.

Training programs Critical elements of staff development programs include: 1) participatory decision making 2) workshop presentation, demonstration, practice, feedback and coaching 3) scheduling 4) classroom visits and 5) time.

Curriculum alignment Mid-Continental Regional Education Laboratory's analysis of their research shows that an essential ingredient of effective schools is an examination of what is taught, as well as how it is taught. The most effective instruction encourages conceptualization of the subject material rather than mere memorization of bits of information.

PROGRAM IMPLEMENTATION

Minnesota Educational Effectiveness improvement cycle consists of five major components:

The 15 characteristics of the Minnesota Educational Effectiveness Program provide a research- and literature-based description of an effective school and help in assessing the discrepancy between their vision of an ideal school and what is currently practiced. The Minnesota Educational Effectiveness improvement cycle consists of five major components (illustrated in the Improvement Cycle Model) which include Readiness, Planning, Staff Development Activities, Implementation Processes and Evaluation. The first step in the cycle is to create an awareness of the research base upon which the program is conceptualized. An awareness of MEEP and its implications must be communicated to the district school board, administration and school staff so that appropriate policies are developed which ensure that financial, time and human resource commitments are available at the school site.

During the application process, each participating school identifies a site leadership team. The leadership team receives training during a weeklong summer "clinical" workshop. The training is designed to provide a knowledge base, team-building skills, an awareness of the importance of positive attitudes among staff in creating a collaborative effort and collegial climate and basic planning skills which the leadership team employs when they return to the school site. Leadership skills for building vision, writing a mission statement, using needs-assessment tools and establishing priorities are developed. Roles within the team are defined and tasks assigned.

•*Readiness*

At the school site, the leadership team brings awareness of the program to the building faculty through orientation sessions. The entire faculty needs to be involved in vision-building and in writing a mission statement. By assessing curriculum and instruction and the organizational structure, an improvement plan begins to take form as the team identifies needs for improvement and establishes priorities.

•Planning

During the planning phase of the improvement cycle the school staff writes vision statements and clarifies them so that they are easily communicated and adequately describe the school as it might appear after reaching a desired state of excellence. Precise measurable outcome statements will be developed based upon the vision statement.

-Task Forces

The principal and a small number of leaders cannot by themselves do all of the work necessary to make significant improvements in schools. Therefore a task force may be formed. A task force is a group of individuals who work together in a common effort to achieve agreed-upon outcomes. It is a planning, working and learning group rather than a studying and recommending group; it is an action group rather than a group that assesses and prioritizes needs. The task force has accepted a charge statement from the leadership team to complete an identified role in the school improvement process.

A charge statement clarifies the leadership team's expectations of the task force. It lays out the parameters within which the task force will operate, its scope of responsibility, the levels of authority, the communication linkages, the product and results desired, the timelines and the resources and expectations for membership.

A task force may be charged with designing and improving a program. The major goals of program design are to promote the personal and professional growth of staff, to improve the organizational structure of schools and to develop curriculum. Each school will incorporate into their improvement plan the 15 characteristics of the educational effectiveness program at an optimal level based upon the culture and goals of that school. It may be the responsibility of the task force to collect data, acquire the information and research that substantiate the proposed changes, and then to disseminate this information prior to the staff development activity being implemented.

•*Staff Development Activities*

•*Implementation*

Staff development activities used by the leadership team must take into consideration the importance of providing an appropriate research base for the process that is presented, the importance of modeling the new behavior, and the importance of providing appropriate coaching and feedback while the improvement process is being implemented.

-*Networking*

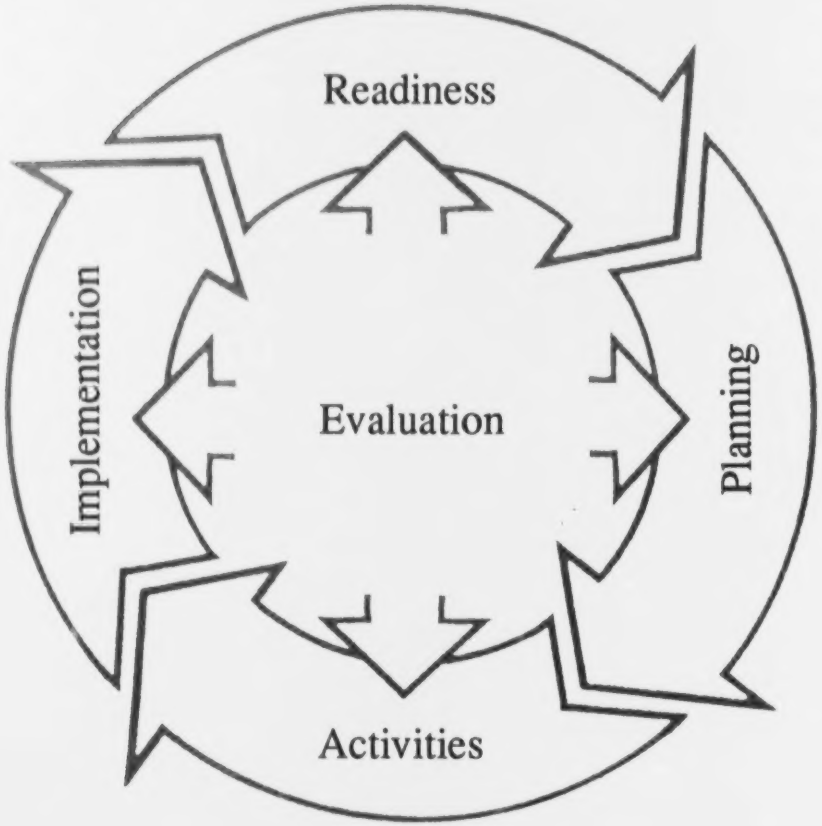
In addition, it is vital that a supportive network exists between teachers, schools, regional facilitators or local site coordinators and Department of Education staff as new ideas and processes are implemented. Leadership teams and local site coordinators make up the local network. Regionally, the network involves school leadership teams, building principals, central office administration and regional facilitators. Finally, at the state level, the network includes colleges, universities and the Minnesota Department of Education.

•*Evaluation*

During any phase of the improvement cycle an evaluation can be conducted formally or informally. In certain situations it may be necessary to provide additional planning or activities in order to implement a particular phase of a program.

EDUCATIONAL EFFECTIVENESS IMPROVEMENT CYCLE

The Educational Effectiveness Improvement Cycle Consists of Information and Training in:



READINESS

At the School Site

- Provides awareness
- Establishes support
- Establishes leadership teams

Through Clinical Training

- Provides attitudes and knowledge for team-building skills
- Develops vision building awareness
- Preparation for writing mission statement
- Assesses needs
- Establishes priorities

PLANNING

- Focuses school vision
- Establishes improvement activity outcomes
- Develops task force charge statements
- Establishes task force which acquires research and literature information about proposed changes
- Collects data
- Designs an improvement program
- Disseminates information

STAFF DEVELOPMENT ACTIVITIES

- Provide research base for presentation or content
- Model behavior
- Provide practice with coaching & feedback

IMPLEMENTATION

- Coaching
- Feedback
- Supportive Networks

EVALUATION

- Summative evaluation
- Formative evaluation

PROGRAM EVALUATION

Evaluation is an integral part of the Minnesota Educational Effectiveness Program. This evaluation especially must be carried out by those local school people involved in the process.

Evaluation must be carried out by those local school people involved in the process

Evaluation of improvement efforts has traditionally been conducted by "outside experts" who were not "stake holders" in the improvement process. Consequently, evaluation tended to be summative, obtained at the end of instruction to ascertain whether students had mastered the objectives and whether the instructional strategies used were effective. If the results indicated were positive, the project was judged a success.

Summative evaluation plays an important role in the development and implementation of MEEP. It has provided invaluable data to the staff of the MDE and the schools about practices which work, identified trends, and has provided gross data concerning student achievement variables while a change process is occurring in the school.

The concept of evaluation is valued by educators. The school personnel who are most involved in the change process of this program should be those most interested in the program results. The practice of evaluation when applied to school improvement has often been an expenditure of time and energy which has, in the past, resulted in little benefit or value to the school when initiated by people from outside the school for their specific purposes. *The Minnesota State Department of Education has been committed to formative evaluation conducted <u>within</u> the schools rather than from an outside agency.*

Thus, the content of the evaluation should be strongly influenced and controlled by the building leadership team closely involved with the Educational Effectiveness program. The content of the evaluation should also be administered by the leadership team or an appointed task group, analyzed by locally selected staff members and used by the leadership team in developing new or revised plans that respond to the information highlighted by the formative evaluation process.

Formative evaluation can be defined as an evaluation obtained during the process of instruction and used to assess learning progress or the effectiveness of instructional methods and materials. It is usually used by the people in schools.

Although formative evaluation involves data collection, it can be more significant in providing benefits to the school that enhance the probability of successful participation in the Educational Effectiveness Program. It does so by helping those involved to more clearly understand the intent of each of the 15 characteristics of school effectiveness and thereby have a more complete vision of what their school might do regarding the implementation of each characteristic. Being more fully aware of what all members of the school community are doing regarding program participation is also a state expectancy.

MEEP calls for the involvement of those most closely connected with local school change.

The design for the processes of formative evaluation for the Minnesota Educational Effectiveness Program calls for the involvement of those most closely connected with local school change. To involve people effectively requires a thoughtful plan, a workable structure, appropriate instruments and effective training. To maximize involvement suggests group discussions or interviews. To develop understanding and ownership at the local level suggests that planning, conducting and using information generated by the process be done by

local staff members. The outline for the three-phase plan of formative evaluation for the Minnesota Educational Effectiveness Program is as follows:

PREPARATION: a) understanding the nature of formative evaluation b) reviewing selected characteristics c) determining the scope of data collection d) selecting the formative evaluation team e) initiating operational decisions and f) identifying and training formative evaluation team members.

DATA COLLECTION: a) conducting and recording interviews and discussions and b) administering questionnaires and summarizing data.

FOLLOW-UP: a) analyzing findings b) generating possible elements of the action plan and c) prioritizing elements, establishing a timeline and designating responsibilities.

SUCCESSES OF THE MINNESOTA EDUCATIONAL EFFECTIVENESS PROGRAM

- Staff and parents have become more involved in the management of their individual schools.
- More parents are participating in parent-teacher conferences.
- Principals in MEEP schools tend to show a willingness to share responsibilities and a respect for their staff's expertise.
- Many school staff involved in the Minnesota Educational Effectiveness Program feel a sense of renewal or revitalization.
- Leadership teams continue to receive knowledge and skills in developing and implementing their school improvement plan.
- Individuals at all levels, from leadership teams to the MDE, continue to make leadership commitments.
- Leadership teams in MEEP schools have generally become responsible for the staff development in their building. Leadership teams are also becoming an integral part of district staff development committees.
- MEEP schools are beginning to become involved in curriculum articulation.
- Curriculum improvement efforts have been met with success when time was devoted to a planned, purposeful instruction focused on the desired outcomes.
- A local coordinator component has been successfully implemented in many school districts.

- In response to a need that had been expressed, a leadership training program for administrators has evolved. This program is called the Minnesota Administrator Training Program (MATP).

- The number of school sites participating in the Minnesota Educational Effectiveness Program has increased by approximately 100 schools per year.

- The Minnesota Educational Effectiveness Program continues to be funded and supported in part by the Minnesota Legislature and by all independent school districts involved.

RESEARCH

CHARACTERISTICS

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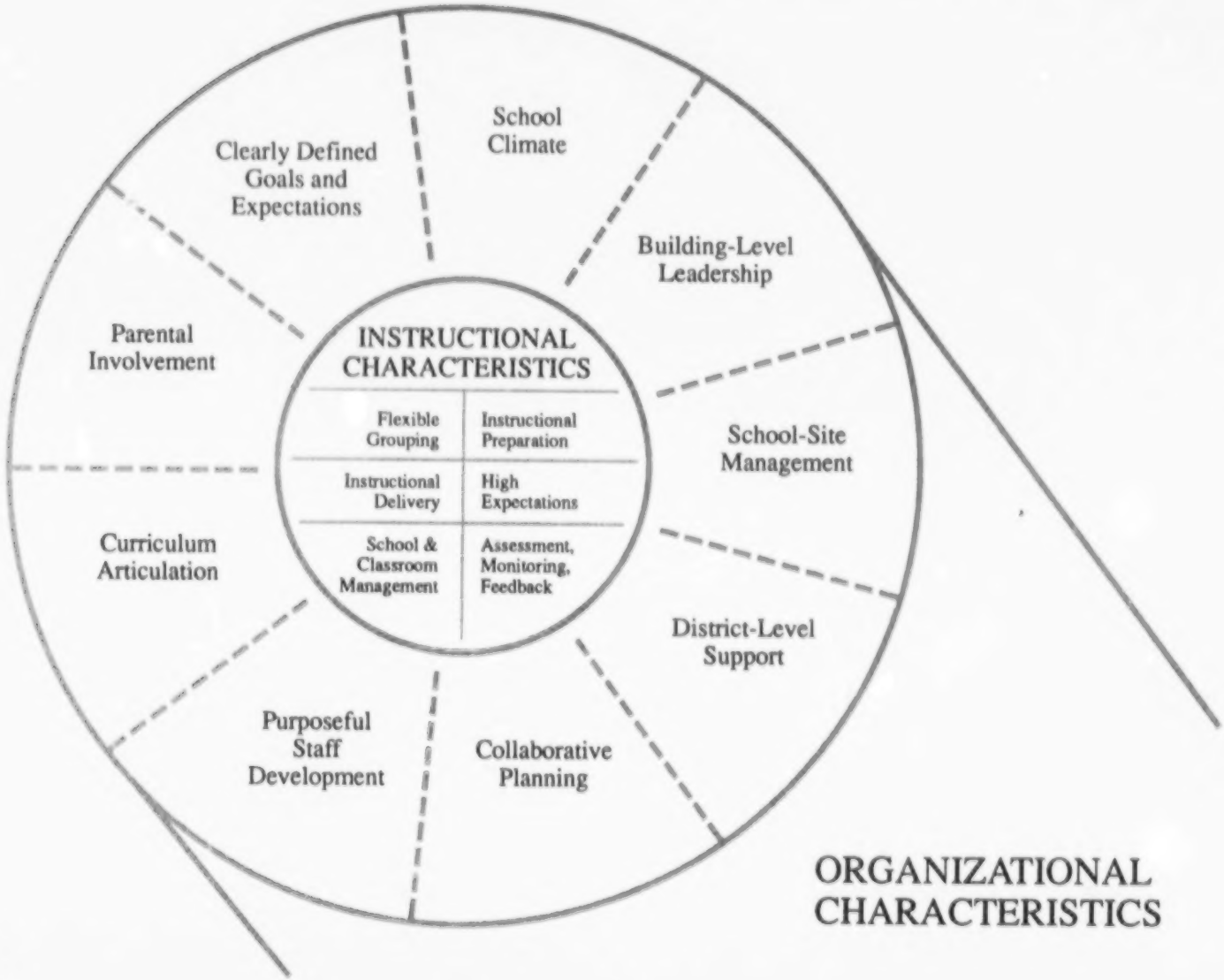
THE CHARACTERISTICS OF EFFECTIVE SCHOOLS AND SUPPORTING CHARACTERISTICS

Research firmly supports the 15 characteristics which effective schools have in common.

Research has established that school organization has an impact on student achievement. *School effectiveness goes beyond what happens between teachers and students in the classroom to include the norms and values held by administrators, staff, students and the community.*

Each characteristic is divided into a summarized statement, its identifiable traits in an effective school and an abbreviated research reference. The first nine characteristics are organizational characteristics of schools.

THE CHANGE PROCESS



ORGANIZATIONAL CHARACTERISTICS

ORGANIZATIONAL CHARACTERISTICS

CHARACTERISTIC 1: **Common sense of purpose and clearly defined goals and expectations related to student achievement**

This characteristic can be demonstrated by:

- having school goals as well as administrative, teacher and student performance expectations clearly stated in written form
- organizing the school's activities around "high student achievement" recognized by all as a priority of the school
- designing school policies and procedures to promote student achievement
- ensuring consensus and commitment to these goals among administrators, teachers, and students

"The notion that someone else can set goals in which others will have a stake is not supported by research and experience."
-Mary Lillesve
MEEP Specialist

Research Summary

A school which has consensus and commitment among its staff, administration, students and community to a clearly defined set of goals and expectations related to high achievement is desired.

A central value of effective schools is high academic standards and student achievement. The interactions between members of an effective school emphasize and place high importance on students' academic achievement. (Brandt, 1982; Fairman and Haddock, 1981; Gauthier, 1982; Gray, 1981; Handler, 1972; Hersh, 1982; Holmes, 1981; Lasley and Wayson, 1982; Lezotte, 1982; Matthews, 1979; Murphy, Weil, Hallinger and Mitman, 1982; Squires, Huitt and Segars, 1981).

CHARACTERISTIC 2: **School climate which supports those goals and expectations**

A healthy, effective climate is characterized by:

- school administrators and staff working together in the decision-making process
- school administrators and staff having high expectations for student achievement (Students are well aware of and understand these expectations.)
- students expecting to master their academic work
- school administrators and teachers holding high expectations for student behavior (Students are aware of these standards and expect to be held acountable for breaking rules.)
- a high rate of successful student-engaged time-on-task (Instruction is a priority and is rarely interrupted.)
- teachers and students showing enthusiasm for teaching and learning
- teachers showing students they care about them
- school personnel, students and community taking pride in their school

Climate is a tone or an atmosphere which results from the interaction among teachers, students and principals.

Research Summary

School climate has been identified as "the attitudes, beliefs, values and norms that characterize the social system of a school" (Brookover and Erickson, 1975). The school's climate has an impact on its members and an impact on how those members perform (Zigarmi, 1981). Climate, then, is a tone or an atmosphere which results from the interaction among teachers, students and principals (Chamberlin, 1971).

CHARACTERISTIC 3: **Building-level leadership which encourages and monitors progress toward high goals and expectations**

"Principals are responsible for stimulating and maintaining a synergistic work culture, and work activity is goal-oriented and cooperative as workers stretch the organization's capacity to meet challenges."
-Karolyn J. Snyder, Ed.D.
Managing Productive Schools

The principal of an effective school:

- establishes specific procedures and criteria for evaluating classroom instructors and students (Multiple assessment methods are used to monitor both students and staff.)
- is knowledgeable about the process of school improvement and about the dynamic structure of his or her school's organization
- is trained to evaluate instruction (Teachers are aware of and respect the principal's competence as an effective instructional supervisor.)
- observes classroom instruction regularly and meets with teachers to discuss and improve classroom practices
- offers ongoing, constructive feedback to the teaching staff on their effectiveness
- rewards teachers for excellence in teaching
- organizes yearly student achievement assessments and uses those test results as one source of information for planning improvement activities

Research Summary

The principal holds an important position within the school to influence and promote a value system which esteems academic excellence.

The school has been identified as the appropriate unit for change (Brookover, Beady, Flood, Schweitzer and Wisenbaker, 1979; Brookover and Lezotte, 1979; Rutter, Maughan, Mortimore, Custon and Smith, 1979). The leadership within the school has also been identified as pivotal to promoting desirable interactions among its members and promoting commonly valued expectations and goals (Behling, 1981; Curran, 1982; Frazier, 1982; Kelley, 1981; Miller, 1982; Shoemaker and Fraser,1981).

CHARACTERISTIC 4: **School-site management with considerable autonomy in determining the exact means by which the goals and expectations are to be met**

A school staff which collectively determines the process and procedures for attaining school goals and expectations:

- works together well in the decision-making process
- uses staff input in helping to determine school procedures and practices
- encourages collegial relationships among instructional staff and between administrators and teachers
- has a principal who creates an "our school" concept: A school with which citizens, teachers, staff and pupils identify
- develops a staff norm for continuous improvement of classroom instructional practices
- involves the principal in the instructional program
- creates school improvement programs to meet the school's identified needs and concerns

The school has been identified as the most appropriate place for planned change.

Research Summary

The school has been identified as the most appropriate place for planned change. The critical variables which need to be considered occur at the school level (Metro ECSU, 1983).

The school has also been identified as the best focal point for inservice programs; inservice programs tend to be more successful when they are school-focused programs as opposed to either curricular-oriented or district-level programs (Henderson and Perry, 1981). Research has indicated that schools which have a considerable amount of autonomy in determining the exact means by which to address the problems of increasing academic performance (Hunter, 1979) are more likely to institutionalize innovative programs.

Furter, Heckman, Oakes and Sirotnik (1983) found that each school has its own culture resulting from organizational arrangements, patterns of behaviors and assumptions. The local school is where "social, political and historical forces" impact practice; each school will be affected by these forces in different ways.

The organizational and environmental idiosyncrasies of a school must be considered (Perry, 1981), since districtwide change efforts have not been found to be successfully implemented (Berman and McLaughlin, 1978).

Effective change efforts have also been characterized by the involvement of teachers in initiating, planning and conducting change programs through the collective effort of the faculty with a commonly held purpose (Lawrence, Baker, Hansen and Elzie, 1974).

CHARACTERISTIC 5: **District-level support for building-level management of improvement efforts**

District-level support for school improvement includes:

- ensuring the awareness and knowledge of the change by central administrative people: the purpose and benefits of the practice should be clear
- arranging funding and other support
- assisting in evaluation
- helping plan how to continue and institutionalize the practice
- providing support and incentives to and for the principal
- protecting the innovation from budget cycle cuts by creating a line budget category
- locating new practices which "fit" with the school and community
- securing administrative commitment, pressure and support
- ensuring assistance is available to users after the training phase is completed
- facilitating problem solving with school staff and principal

Research Summary

Active support from central office people has been found to be critical to planned change efforts

While the individual school and its principal have the primary responsibility in planned change efforts, the central office staff must also be involved. Active support from central office people has been found to be critical to planned change efforts (Keys and Bartunek, 1979; Runkel and Schmuck, 1974, 1976; Schmuck, Murray, Smith, Schwartz and Runkel, 1975). Mere verbal support is not sufficient. Support by superintendents and central office staff should include working with principals in problem solving with their staff: Describing conditions, inferring problems and identifying alternative solutions (Heckman, Oakes and Sirotnik, 1983). Central office staff should not prescribe change for schools but rather help staff examine their schools and decide on improvement plans. Huberman (1983) found that when central office staff initiate a program they also need to provide technical and instructional support, get the practice stabilized, and "routinize" it into existing training, budget, and policy cycles to ensure its successful implementation.

CHARACTERISTIC 6:

Collaborative planning and collegial relationships among staff and administration at the building level

Collaborative planning and collegial relationships are demonstrated by:

- regular and frequent professional talk among teachers about effective instruction
- peer observation and feedback regarding instructional practices
- administrative instructional supervision and conferencing
- a norm of experimentation where trying new instructional practices is promoted
- staff input into the development of goals, objectives and expectations
- staff input into planning
- a staff decision-making process
- co-planning of instructional materials such as curriculum, lesson plans and tests

"Schools improve when the people affected by decisions have a role in those decisions and have a sense of ownership in the process."
-Mary Lillesve
MEEP Specialist

Research Summary

Judith Warren Little (1981) reported that among the characteristics of schools that had successfully implemented change was a norm of collegiality. Collegiality allows teachers to teach others about effective instructional behaviors. This includes professional talk, peer observation and co-planning curriculum, lesson plans, tests and other materials.

Showers (1983) found that new teaching models were more likely to be incorporated into regular classroom teacher behavior when "coaching" was included as follow-up to teacher inservice programs. Coaching includes the regular classroom visits of administrators,

teachers or trainers after initial training to promote the use of newly acquired skills. Coaching is best conducted in a collegial environment.

Among the characteristics of schools that had successfully implemented change was a norm of collegiality.

Participant planning and decision making is often cited as an important means of facilitating planned change efforts (Berman and Pauly, 1975; Klausmeier, 1982; Lawrence et al., 1974; Naumann-Etienne, 1974; Parish and Arends, 1983; Thompson, 1965). The benefits of participant planning are numerous: increased clarity about the innovation, reduced initial resistance, less development of resistance during implementation and increased likelihood of effective "mutual adaptation" (Parker, 1980). Berman and Pauly (1975) found that if teachers did not participate in the day-to-day decisions involved in the adaptation of an innovation, implementation was more difficult and less effective.

Because teachers are usually the "consumers" of school change efforts, securing their support is crucial. Teachers have relative autonomy in their classrooms; they must see the necessity for a new practice in order to change their instructional behavior. Involving teachers also helps ensure that goals, objectives, strategies and tactics are clearly understood.

CHARACTERISTIC 7:

A building-level staff development program directed toward school goals and closely related to the instructional program of the school

Staff development should be schoolwide rather than specific to individual teachers and should be closely related to the instructional program

Successful building-level staff development programs:

- include staff input into content, planning and training
- are designed with the help of the staff with commonly held purposes in mind
- are relevant to current classroom concerns
- are conducted in a supportive, collegial environment
- state clearly expected changes in classroom behavior and support those changes by peer and administrative observations and conferencing
- are conducted at the school site
- have demonstration opportunities and train teachers to observe new practices in themselves and others
- do not rely on lecture presentations as the main activity
- are scheduled at times that do not compete with but complement other professional obligations

Research Summary

Inservice programs are intended to improve the knowledge, skills and attitudes of the participants. As mentioned in Characteristic 4, the individual school seems to be the most appropriate system within which change efforts occur. Meaningful change, reports Gauthier (1982), involves the whole school: the principal and a critical mass of the faculty. Staff development should be schoolwide rather than specific to individual teachers and should be closely related to the instructional program of the school (Venezky and Winfield, 1979; Glen, 1981; Armour, 1976; Levine and Stark, 1981).

Effective staff development programs include an intensive training schedule: multiple sessions spread over time with opportunities to discuss and problem solve (Fullan and Pomfret, 1977). An intensive schedule differs greatly from single workshops or pre-service training. Successful inservice programs should be relevant, relate to current classroom concerns, be accessible and conducted in a supportive and collegial environment (Berman and McLaughlin, 1976). Appropriate staff development grows out of expressed needs of teachers and is a part of the process of collaborative planning and collegial relationships (Purkey and Smith, 1982). Effective change efforts have been shown to have the active involvement of teachers in initiating, planning and conducting training. Training programs are effective when designed by the faculty with commonly held goals in mind (Lawrence et al., 1974).

CHARACTERISTIC 8: **Curriculum articulation and organization with appropriate time devoted to planned, purposeful instruction focused in the desired outcomes and coordinated across grade levels**

A school which has organized curriculum and instruction to match desired outcomes and goals:

- determines objectives and articulates those objectives across grade levels
- ensures that the textbooks, activities and curriculum match desired student outcomes
- increases student's successful engagement rate of academic learning time
- trains teachers in techniques to increase learning time.
- organizes school activities to maximize learning time (Instruction is rarely interrupted.)
- presents rules, procedures and assignments to students in a clear, detailed manner
- determines that content is appropriate, given the student's prior learning

The curriculum should be organized to reflect the skills and objectives to be covered.

Research Summary

Matching the content, objectives and activities to be taught to the desired outcomes identified by the school is a worthwhile activity. The curriculum should be organized to reflect the skills and objectives to be covered; this organization increases the likelihood that those skills and objectives will actually be taught (Squires et al., 1981). Once the goals and expectations for student performance have been identified, the curriculum would be reviewed to ensure that what is taught aligns with those stated goals and expectations.

Also, the amount of time-on-task that is devoted to the content and objectives to be covered should be considered. The assumption underpinning time-on-task is that the more time devoted to a topic the better grasp a student is likely to have on the topic (Denham and Lieberman, 1980; Fredrick, 1980; Gauthier, 1982; Gross, 1983; Handler, 1972; Harnischfeger and Wiley, 1976; Lanier and Glassberg, 1981; Lezotte, 1982; Murphy, Weil, Hallinger and Mitman, 1982; Squires, et al., 1981). A distinction has been made between sheer quantity and quality of time. Academic learning time (ALT) has been shown to be the best measure of active time-on-task. ALT is characterized by a high rate of successful engagement by students in academic learning activities.

CHARACTERISTIC 9:

Parental involvement in their child's education and parental support of the goals and expectations of the school

Parental support and involvement is characterized by:

Parental involvement is described as family process factors: the press for achievement, language models, home guidance and participation (Fotheringham and Creal, 1980).

- awareness, understanding and support of the basic objectives of the school
- belief that parents are important to the school's accomplishment of its objectives
- contribution to the child's daily pursuit of educational objectives
- frequent communication to the parent by the school regarding the child's academic progress
- a wide range of possible school involvement activities available to parents
- awareness of the importance of homework
- awareness of ways parents can help their children with their studies

Research Summary

Parental involvement in the educational progress of their children has been noted as important by numerous researchers (Clauset and Gaynor, 1982; Conklin and Dailey, 1982; Donovan, 1983; Frazier, 1982; Gauthier, 1982; Hersh, 1982; Heyneman and Loxley, 1983; Kelley, 1981; Levine and Stark, 1982; Lezotte, 1982; Moles, 1982). Parental involvement is described as family process factors: the press for achievement, language models, home guidance and participation (Fotheringham and Creal, 1980). These factors are more predictive of educational attainment than is the socioeconomic status of the family.

Parental support refers to any action or attitude at home which reinforces the goals of the academic program of the school. It can be as simple as parents following through on requests or instructions from the school (e.g., contacting the school when the child is absent or, more extensively, setting time aside each night to review homework or practice spelling words with their children).

INSTRUCTIONAL CHARACTERISTICS

The second major set of characteristics of the Educational Effectiveness Program are instructional characteristics. They comprise instructional behaviors which have been identified by the research to increase student achievement. Instructional characteristics also involve attitudes and interaction patterns.

CHARACTERISTIC 10: **Effective Management strategies that communicate the seriousness and purposefulness with which the school takes its task are demonstrated in the classroom and school**

Effective management strategies include:

- a set of student expectations and guidelines for behavior that represent schoolwide norms and the needs of students
- the consistent application of school rules by all teachers and staff
- rules and expectations for students that go beyond the classroom to include the total school environment and activities
- a set of classroom rules and procedures developed to handle routine administrative matters, student verbal participation, and movement during different types of instruction and non-instructional activities
- posting and communicating to students all rules
- an understanding by students of the consequences for inappropriate behavior
- handling by the teacher of inappropriate behavior in such a way as to maintain dignity of student and positive classroom environment
- reinforcing appropriate student behavior

Classroom management refers to the process of creating favorable conditions for students to engage in classroom activities.

- frequent teacher monitoring of student behavior during whole class, small group, and seatwork activities by circulating around the room and establishing eye contact with students
- a seating pattern arranged to enable all students to see and participate in instructional activities
- an ability by the teacher to see and stop inappropriate behavior, to carry out more than one activity at a time, to maintain the class momentum, and to hold students in mild suspense in order to keep them alert and accountable

Research Summary

Classroom management refers to the process of creating favorable conditions for students to engage in classroom activities (Emmer, 1987). There are three phases of classroom management. The teacher first develops an initial management plan before the school year or class begins, implements the management system working with the students, and then works to maintain the management system and a positive classroom environment (Emmer, 1986, Mackey, 1987). There are significant relationships between having efficient classroom rules and procedures and lower rates of disruptive behavior and higher rates of on-task behavior (Emmer et al., 1981, 1982; Mackey, 1987; Rohrkemper and Good, 1986).

CHARACTERISTIC 11: **High expectations and positive interpersonal relationships for all students are exhibited and communicated**

High expectations and positive interpersonal relationships are related to learning. Teachers can positively influence students' expectations by:

- treating all students with respect in a fair and equitable manner
- emphasizing creative thinking, reasoning, group decision making, visualizing problems/solutions, persistence, curiosity and ingenuity
- using a variety of approaches and group practices to increase student expectations for themselves and for their classmates
- encouraging students to help each other because as student's skills improve, so do their peer's expectations of them
- providing response opportunities and feedback equitably to all students

Teachers with high expectations set higher goals, provide more focus, hold students accountable for work, and offer the same amount of attention and feedback to each student.

Research Summary

Research indicates that successful teachers (those whose students perform well) haved consistently high expectations for all their students (Brophy, 1979; Pollack et. al., 1987). Teachers with high expectations set higher goals, provide more focus, hold students accountable for work, and offer the same amount of attention and feedback to each student. Teachers with low expectations for certain students tend to ignore those students during whole class presentations or discussions, concentrating more of their effort on controlling these students' behavior rather than on instructing them. Teachers often tend to praise higher achieving students for academic performance and lower achieving students for good conduct. Minority students receive less praise and encouragement and more negative comments than white students. Students labeled as low achievers by their teachers are often shunned (McRel, 1983).

CHARACTERISTIC 12: **Flexible grouping patterns based upon student needs are exhibited in the school and classroom**

Appropriate grouping of students occurs when:

- instruction is designed so that the needs of a diverse student population are met rather than providing the same model and level of instruction for all students
- school organization, instructional strategies and grouping patterns are flexible and based upon the needs of students
- groups are reviewed and adjusted often as dictated by changes in student's needs, interests and program outcomes

Instruction should be expanded so that the needs of a diverse student population are met rather than providing the same model and level of instruction for all students.

- assessment information is used to place students in groups for instruction and student placements in groups are reviewed regularly
- attention is given to the implication of subject matter and related research
- students are organized into heterogeneous and homogeneous groups in a flexible pattern which seeks to match student needs, instructional purposes and outcomes
- teachers maintain high expectations and provide high-level teaching that addresses higher order skills for all students
- cooperative learning strategies are used in the school environment

Research Summary

Effective instructional strategies include a variety of grouping patterns and organization within the classroom should be flexible. Instruction should be expanded so that the needs of a diverse student population are met rather than providing the same model and level of instruction for all students. Depending on the educational outcomes and context a teacher may use a variety of strategies - cooperative learning, tutoring, small-group learning, wholeclass learning, within-class grouping, between-class grouping or individualized learning.

Grouping students into classes or fairly stable groups according to aptitude, achievement levels or similar plans for post-secondary careers is not effective for the majority of students.

Cooperative learning is better than competitive or individualized learning for promoting interpersonal relationships (Johnson and Johnson, 1984; Slavin, 1987). Other benefits of cooperative learning include increased achievement and active learning, improvements in higher level thinking skills, intrinsic motivation, self-esteem, time-on-task behavior, attitudes toward school rules, attitudes toward learning and specific subject areas and greater acceptance of mainstreamed students (Garman, 1986; Slavin, 1987). According to some researchers, the process of grouping students into classes or fairly stable groups according to aptitude, achievement levels or similar plans for post-secondary careers is not effective for the majority of students (Oakes, 1987; Becker, 1987). However, James and Chen-Lin Kulik's analysis of the research led them to conclude that the effect of grouping is near zero on the achievement of average and below average students and that talented students gain academically when grouped together. There is no single technique that is appropriate in all situations. Thus teachers need to have a knowledge of the advantages and disadvantages of several methods and should be comfortable using them.

The way in which teaching takes place within groups is more important than the formulation of the groups.

After reviewing the research on grouping practices, Calfee and Piontkowski (1987) conclude that the way in which teaching takes place within groups is more important than the formulation of the groups.

CHARACTERISTIC 13: **Instructional preparation takes into account student needs, learning styles and available resources**

The extent of planning and preparation done by teachers is related to the success of their classroom instuction.

Teachers may be more effective if they:

Teacher planning and preparation has a strong influence on student learning.

- have an instructional plan that matches objectives, learning strategies, assessment and student needs at the appropriate level of difficulty, and that is consistent with the school's curricular goals
- use a variety of diagnostic information obtained from cognitive and affective assessment procedures to develop and revise objectives and/or tasks
- base instructional decisions upon accurate records which document student performance
- plan for the use of several kinds of media, material, technological and human resources to support the instructional program
- collaboratively plan instruction

Research Summary

Teacher planning and preparation has a strong influence on student learning. Teachers need to know how to diagnose learning styles and appropriate levels of difficulty (McTighe and Schollenberger, 1985; Briggs and Wager, 1981). Using several kinds of media and human and community resources also facilitates the accomplishment of instructional goals (Briggs and Wagere, 1981; Liebman, 1984). It is also recommended that the teacher collaborate with other teachers and professional staff in developing instructional plans based on a variety of documented records (Klausmeir et. al.).

CHARACTERISTIC 14: **Effective models of teaching are employed to increase academic learning time and student achievement**

Effective instruction practices occur when:

- appropriate models of instruction are selected by classroom staff to meet the needs of student as well as to meet specific learning goals
- the teacher develops plans for efficient use of academic learning time based upon research models
- principles for teaching concepts are followed
- instruction is paced at an appropriate rate
- smooth and expedient transitions are made between activities
- adequate provision is made for student practice
- main points of the lesson are summarized at the end of the class period

A broad range of instructional techniques and methods may be used by the classroom teacher to contribute to higher student achievement.

Research Summary

Flanders (1987) emphasizes the importance of flexibility or the use of different patterns in the flow of instructional events. A broad range of instructional techniques and methods may be used by the classroom teacher to contribute to higher student achievement: teacher- directed methods such as direct instruction, teacher- and student- directed methods or student-directed such as the open approach (Rosenshine, 1979; Peterson, 1979; Hart, 1986; Minnesota Department of Education, 1988).

There are a number of teaching functions which promote student achievement. After reviewing the experimental studies on teaching functions, Rosenshine (1983) concluded that the teacher should: 1) first provide an overview; 2) proceed in small steps but at a rapid pace; 3) focus on one thought or point at a time;

4) avoid digressions; 5) model the skill when appropriate; 6) have many, varied, and specific example; 7) give detailed and repetitive explanations for difficult points; 8) check for students' understanding on one point before proceeding to the next point; 9) ask questions to monitor student progress and; 10) stay within the topic, repeating material until students understand.

There is a significant body of research on questioning strategies which can aid the teacher in making instructional presentations and can improve student learning (Davies, 1981; Redfield and Rousseau, 1981; Gail, 1984; Mackey and Appleman, 1986). Gall (1984) recommends that teachers should emphasize factual questions for promoting young disadvantaged children's achievement in the basic skills but take care to include some high cognitive questions to stimulate their development of thinking skills. Higher cognitive questions should be emphasized for students of average and high ability, especially as they enter high school which requires more independent thinking. The research on wait time implies that it is most effective for a teacher, after asking a question, to wait three seconds or longer for students to respond (Rowe, 1986). Furthermore, after a student stops speaking, the teacher should again wait three to five seconds. Such a delay can result in improved student use of language and logic as well as in student and teacher attitudes and expectations.

CHARACTERISTIC 15: **Assessment, monitoring and appropriate feedback are provided**

Monitoring, assessing and providing feedback are important components of the instructional process.

The effective teacher uses the following techniques:

Promptness, accuracy of the answer, use of praise and nonverbal communication patterns are a number of factors to consider when providing students with instructional feedback.

- maintains clear, firm and reasonable work standards and due dates
- monitors student performance and behavior by circulating during whole class, small group and seatwork activities and during transitions between instructional activities
- routinely uses oral, written and other work products to assess student progress
- regularly provides prompt feedback on the correctness or incorrectness of in-class and out-of-class work
- uses praise effectively
- is aware of and monitors the influence of non-verbal language patterns in the classroom

Research Summary

Support for the efficacy of establishing and enforcing reasonable requirements for student work is found in the research of (Emmer et al., 1981, 1982). Another essential element for educational effectiveness is the ongoing assessment of the value or worth of instruction (Dick and Carey, 1985). There are a number of factors to consider when providing students with instructional feedback. These include promptness, accuracy of the answer, use of praise and non-verbal communication patterns (Geston, Carnine, and Williams, 1982; Mackey and Appleman, 1986; Goodwin, Sharpe, Cloutier, & Diamond, 1982; Brophy, 1981; Wittrock, 1987; and Smith, 1986). Teachers should affirm correct responses appropriately and move on. Incorrect or no responses are best followed by sustained feedback, a rewording of the question, breaking the question into smaller parts or giving more information to help students come up with an answer. Flexibility in changing seating

arrangements and presenting instruction form different areas of the room are important as students who are close to the teacher pay more attention to class presentation, participate more and are more likely to behave according to the teacher's procedures and rules.

These six characteristics make up the classroom instructional characteristics. *What the teacher does in the classroom has a direct impact on student achievement.*

IMPLEMENTATION

SERVICES

BEST COPY AVAILABLE

APPLICATION PROCESS

In January of each year, the Minnesota Educational Effectiveness Program office sends to all school sites in Minnesota a letter describing to each school the process of applying for the Educational Effectiveness Program.

The application process includes:

- submitting a signed letter from the institution officials
- acknowledging their awareness of the components of the Minnesota Educational Effectiveness Program and commitment and support to participate in the program.

The support and commitment consists of:

The building-level leadership team will develop an improvement plan for the school -related to identified characteristics of effective schools.

- providing data as required by the evaluation plan related to student achievement, teacher knowledge, instructional behaviors and staff perception of changes in the school's organizational climate.
- designating at least two full days of scheduled workshop time for Educational Effectiveness activities for the building staff
- allocating to members of the leadership team at least six full days of release time for planning
- establishing the building-level leadership team which will develop an improvement plan for the school related to identified characteristics of effective schools. (A leadership team from the building consists of one central office person, the building principal, two teachers and two additional building personnel which may include teachers or parents.)

The leadership team will attend an intensive five-day Summer Clinical training session provided by the Minnesota Department of Education Educational Effectiveness staff.

The leadership training includes: an introduction to the processes needed for successful planned change, providing awareness of ongoing inservice opportunities at the regional, multiregional and statewide levels, opportunities to network with staff from other schools and receive materials developed through the program.

MINNESOTA ADMINISTRATOR TRAINING PROGRAM

"Research and experience show that a key characteristic of effective schools is building-level leadership that encourages and monitors progress toward high goals and expectations..."
-Richard Mesenburg, Supervisor of the Educational Effectiveness Program

The Minnesota Administrator Training Program (MATP) is a unique comprehensive training program designed to promote skill acquisition in ten leadership competency areas. These competencies are designed to support organizational planning, staff development, program development and productivity assessment. An annual evaluation of the Minnesota Educational Effectiveness Program identified as an outcome the need for leadership training.

The (MATP) program has two major goals. The first is the development of leadership competencies. These competencies will increase the application of goal-driven and site-based participative decision-making processes designed to promote increased collaboration and cooperation within a school and/or district. The second goal is the establishment of a support network for encouraging continued growth and development among those schools affiliated with the Minnesota Educational Effectiveness Program.

MATP is a skill training set of processes which when applied will help to implement the Minnesota Educational Effectiveness Program. The Minnesota Administrator Training Program focuses on one of the keys to effective leadership in the site-based management school. That key is the building administrator or the instructional leader.

MATP training contains ten competencies in the form of a school management productivity model. Those competencies include:

Developing school goals
Work organization
Staff performance planning
Staff development
Clinical supervision
Work group development
Quality control
Instructional management
Resource management
School assessment

In late 1983 a research based training program for school administrators had been produced and extensively field tested by Karolyn J. Snyder. Snyder and Robert H. Anderson produced two books, Managing Productive Schools: Toward an Ecology and Competency Training for Managing Productive Schools. The Minnesota Administrator Training Program has been adapted from the work of Snyder and Anderson and use the texts as a course of study.

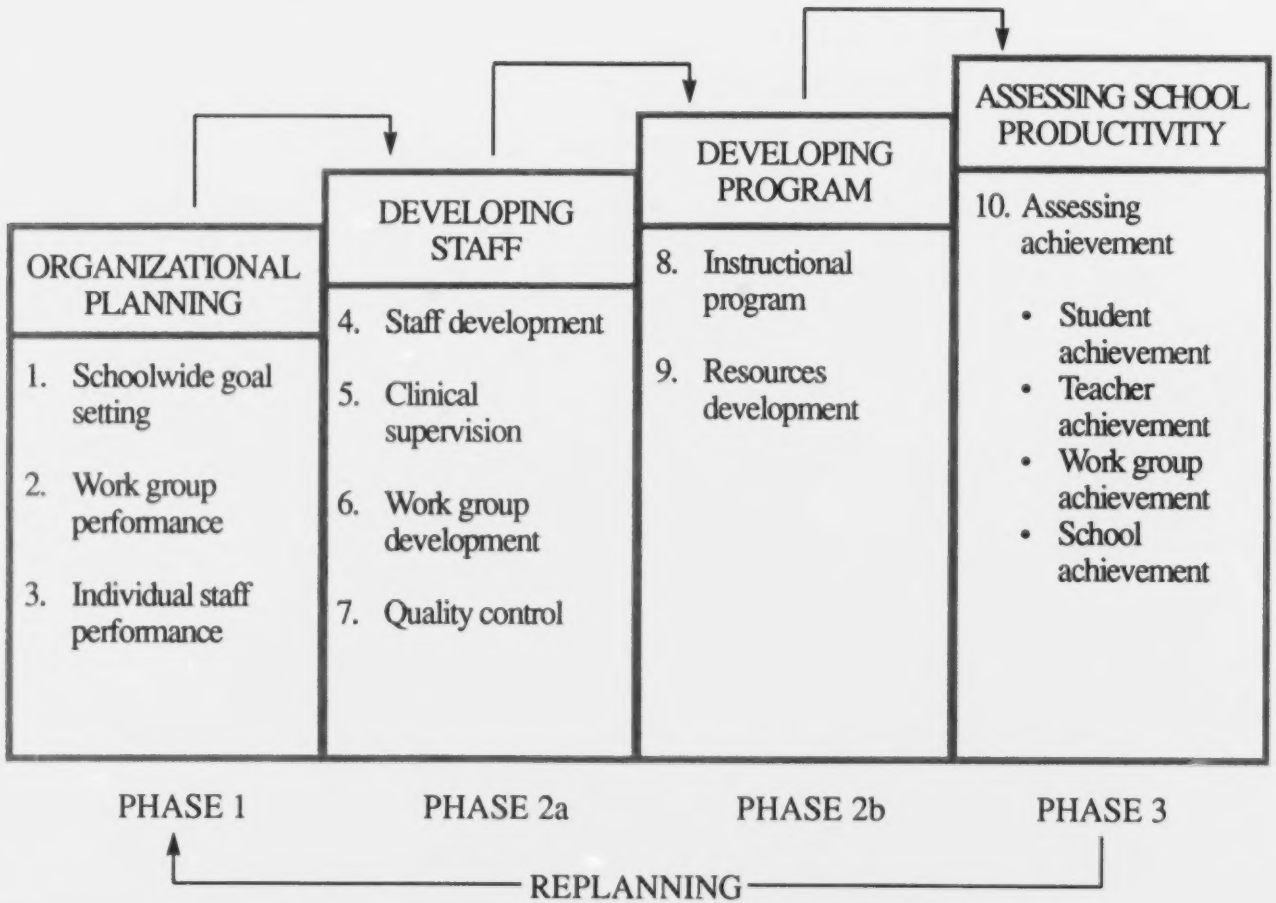
Dr. Karolyn J. Snyder, in her preface to Managing Productive Schools, states that "Principals are responsible for stimulating and maintaining a synergistic work culture, and work activity is goal-oriented and cooperative as workers stretch the organization's capacity to meet challenges."

Within the framework of the Minnesota Educational Effectiveness Program lies the process by which school organizations can meet those challenges. The 15 characteristics of the Minnesota Educational Effectiveness Program correlate with and are reinforced by the 10 competencies of the Minnesota Administrator Training Program.

The training is designed as an initial one-week workshop followed by a series of two-day sessions focused on specific competencies. The participant undergoes a self-assessment process during the first week in order to determine his/her level of skill. Participants who complete the entire training sequence will be able to demonstrate the requisite skills in the ten competency areas and be able to implement the 15 characteristics of the Minnesota Educational Effectiveness Program.

MINNESOTA ADMINISTRATOR TRAINING PROGRAM

TEN COMPETENCIES



This diagram adapted from Snyder, Karolyn J., and Robert H. Anderson. **Managing Productive Schools: Toward an Ecology**. Orlando: Harcourt Brace Jovanovich, 1986.

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